



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THE LATIN COLUMN

INTERNATIONAL LATIN

THE *Societas pro Fauna et Flora Fennica* of Helsingfors, Finland, in connection with the celebration of its one hundredth anniversary, sent out announcements the world over. In order to be quite sure of making itself understood, the society, instead of writing in Finnish, which not everyone knows, used Latin. The Elisha Mitchell Scientific Society of the University of North Carolina received one of these announcements, and sent its reply written also in the Latin tongue.—G. A. H.

RESERVE BOARD DIRECTOR ON THE CLASSICS

MR. W. M. MARTIN, chairman of the Board of Directors of the Eighth Federal Reserve Banking District, says:

"The very study of the classics should give a young man the clearness of vision to analyze a difficult situation and master it. It hardly seems possible that one can adequately appreciate history or literature without some first hand knowledge of the classics. One thing certain is, that the teaching of them and the training derived from them is not an experiment, for they have stood the test of many years.

"In my judgment, where possible, the young man should first get thorough training for his life work in English, Latin, mathematics, history and literature."

NOVELS ABOUT THE ROMANS

THERE are several novels dealing with the people of ancient Rome and quite readable and enjoyable, too. The latest is published only this fall, "Andivius Hedulio," by E. L. White (E. P. Dutton). It tells of the adventures of an aristocratic young Roman in escaping the police of the emperor Commodus by whom he was thought guilty of treason. A few years ago the same author wrote "The Unwilling Vestal," a novel whose plot centers about the life of a Vestal Virgin at Rome. The famous, Spanish novelist of today, V. B. Ibáñez, wrote some time ago "Sonnica" (Duffield & Company), a story of the days of the Scipios and Hannibal. W. S. Davis' "A Friend of Caesar" (Macmillan, 1912), deals with the career of Julius Caesar. These are all interesting and worthwhile. Then there is the well-known story of the destruction of the city of Pompeii by an eruption of Vesuvius, told in "The Last Days of Pompeii" by Bulwer Lytton (Everyman's Library), and H. Sienkiewicz's "Quo Vadis,"

describing the life of the early Christians in Rome. Latin teachers can make no mistake in urging school or town libraries to purchase any or all of these books, and in recommending them to their pupils. Few young people will require urging to read them through, once started, and they will gain interest in the Romans of old.—G. A. H.

METHOD AND CONTENT OF FRENCH COURSE IN ACCREDITED HIGH SCHOOLS OF THE SOUTH

AT THE 1920 MEETING of the Association of Colleges and Secondary Schools of the Southern States there was some discussion as to what should constitute an acceptable French course for the high schools of the Association. These discussions emphasized the necessity of a more exact knowledge of what is being undertaken, in the way of method and content, by the French teachers at present in the schools of the Association.

With these suggestions in mind and working under the supervision of the Research Station of the United States Bureau of Education located at the University of North Carolina, Mr. J. A. Capps made a study of the subject during the college year 1920-'21.

The questionnaire method of procedure was relied upon for getting the information used in the study. Such information is subject to all the faults of data gathered by the questionnaire method, though it reveals general tendencies. The questionnaire was sent to all the high schools and academies listed by the Commission on Accredited Secondary Schools in the Southern States. The brief given below is a result of the replies received from the 35.5 per cent. of the high school members of the Association who returned replies to the questionnaire.

I. The extent of the course.

- (a) Eighty-six per cent. of the schools teach French for a period of two years or more.
- (b) As a required subject French is taught only two years.
- (c) The average length of a class period is forty-five minutes, covering five periods per week.

II. Organization of class work.

- (a) During the first year of the course nearly five-eighths of the time, expressed in class periods, is given to the study of grammar. The remaining three-eighths is devoted to oral composition, translation and dictation.
- (b) Sixty per cent. of the teachers do forty per cent. of their work in the native tongue.
- (c) Few teachers have any set standard or rule to go by in proportioning the class periods to the different phases of the class-room work.

III. *The scope of the work.*

- (a) In deciding the amount of territory to be covered in one year the teachers are influenced by college entrance requirements and by general class conditions.
- (b) There is no standard as to the number of irregular verbs studied during the first year, eighteen being the average and sixty-nine being the greatest number undertaken by any one.
- (c) During the first year of the course two hundred and twelve pages of translation is attempted, two hundred and sixty-eight the second, and about four hundred and fifty during the third year.

IV. *Methods used in teaching.*

- (a) The combination method is used by sixty-seven per cent. of the teachers.
- (b) Several teachers say that the direct method is impractical because the pupils do not receive proper training in English grammar before coming to high school.

V. *Popular devices of motivation used by teachers.*

- (a) Club work and Victrola.
- (b) "Circle Française" and correspondence with French boys and girls.
- (c) Games and mock meals.

VI. *The conception as to the purpose of teaching French in American schools.*

- (a) To teach the pupil to read and write in the French language.
- (b) That the boys and girls might learn to love and appreciate French literature.
- (c) That we may gain a better knowledge of the French people, commercially and socially.

VII. *The status of the teacher.*

- (a) A majority of the schools have only one French teacher.
- (b) Very few schools will elect a teacher who does not hold a college degree; and half of these require special training in the subject.

VIII. *The pupil's relation to foreign languages.*

- (a) Less than ten per cent. of the high school pupils graduate without being required to study a foreign language.
- (b) Thirty-five per cent. of the boys and thirty-three per cent. of the girls enrolled in high schools study French as a free elective.

It would seem that, in general, French is taught in practically all the secondary schools of the Association for a minimum of two years with the usual five meetings each week for from forty to forty-five minutes each. Emphasis is placed on grammar and construction work during the first year with about half as much time spent on each pronunciation and translation.

The influence of the higher institutions is very strongly felt as to motive, method, content, and length of the course in the study of French in secondary

schools of the South. There is apparent confusion, or at least great diversity of opinion as to what is the purpose or aim of teaching French in secondary schools, while the method and plan of work necessarily varies almost as much.

The full report presents many interesting devices, ideals, processes, and methods in the teaching of French among the schools covered in the study.

While we would not plead for rigid uniformity that kills initiative and originality we would suggest that the French course in our secondary schools needs to have a "Committee of Twelve" (or "Fifteen," or "Eight") to work and report on its status, content, aim, and method.—L. A. W.

ORGANIZING DRAMATIC WORK IN THE HIGH SCHOOL

(Continued from page 179)

It will be found advisable to have one of the teachers in the position of director. In consultation with her may be a committee of the teachers, who should work together to obtain more perfect correlation of the work in the different departments. It will be a good plan to appoint pupils who are interested in stagecraft to committees responsible for scenery, costumes, lighting, settings and properties, make-up, and even to have them on the committees to choose the casts and the plays to be presented at public performances. The members should conduct their own meetings and be made to feel their own responsibility and independence as far as possible. With a tactful director the task will not be difficult and such an organization may become a vital and valuable aid to the work of the high school. To the pupils themselves the opportunity for creative expression may be an influence which will leave a lasting impress upon tastes and character, and cultivate a love of the best in art and literature, for simplicity, naturalness and beauty.

BOOK NOTES AND REVIEWS

THE CONTENTS OF THE NEW TESTAMENT. By Haven McClure, Secretary of the English Council. The Macmillan Company, N. Y. 1921. Price, \$1.50.

This is a valuable volume, representing many years' class-room experience in teaching the New Testament in an elective English course in a large public high school, the objective being to present the labors of the leading Bible scholars in a manner intelligible to young minds and to general readers. The author's aim has been to show the results which appear when present-day methods of literary and historical research are applied to the New Testament documents. The